

My objective (or year long goal) in Hebrew, is for students to become familiar with the letters of the Aleph Bet. With in this, the goal is for students to be able to name/recite all the letters in the Aleph Bet, as well as to be able to recognize the letter to its name. The other part of it is for students to find a connection to learning Hebrew and understand why they are learning Hebrew. To do this I have chosen to use a journal to track the student's noticings. Below is an explanation of the noticing tools that I used that correlate with the attached sheets that the students completed. Also attached is a rubric. This rubric was created to be able to track how the students would do each time, in order to get consistency and accuracy, based on the same information and grading technique. The rubric goes from levels one to four, one being the lowest grade you can receive, to four which is the highest, meaning knowing all of the letters and showing full understanding.

#### Knowing:

With sheet #1, I asked the students to name for me all the Hebrew letters that they know so far. They could do this by naming the letters in order of the Aleph Bet, in order of how we learned them, in any order they could remember, or by singing them. The order is not what is important, rather the goal is for students to become familiar with the Aleph Bet and be able to recite them. As the student named the letters for me I would check off the letters that they stated. Then I would use the attached Rubric to determine how they did and their level (Please see attached Rubric for further information on grading.)

#### Doing:

Sheet #2 was the second part of how the students were assessed. Each student was given a sheet. Their directions were to match the letter to its name. After I would count how many pairs the student got correct. By using the rubric I would determine how they did. (Please see attached Rubric for further information on grading.)

#### Believing:

Sheet #3 is the next part. Here each student was told to draw pictures of where they might find Hebrew. By doing this I would be able to understand the child's comprehension that there is a value to Hebrew, such that it is the language that Jews pray in and that they speak in Israel. The rubric would then help to determine how well the child understands this concept. (Please see attached Rubric for further information on grading.)

#### Belonging:

Sheet #4 is the last part. Here students were told to write where/when they might use Hebrew. By doing this I would be able to see how a child associates to the Jewish community. I would then use the rubric as a guide of determining where they are with their thinking. (Please see attached Rubric for further information on grading.)

### Student A

Knowing (Sheet #1-Student knows the letters of the Aleph-Bet):

Student A was able to sing the Aleph Bet up to the letter Fay. Student A was able to recite 20 letters of the Aleph Bet which received a 3.

Doing (Sheet #2-Match the letter to its name):

Student A was able to recognize five letters and match them to their name, which received a 1.

Believing (Sheet #3-Draw pictures of where you might find Hebrew):

Student A was only able to draw one picture of where they might find Hebrew, which received a 3

Belonging (Sheet #4-Write where/when you might use Hebrew):

Student A was able to write two examples of where/when they might use Hebrew, which received a 3.

Student A is strong with memorization and the learning of the Aleph Bet. This students needs to work more on the concepts and understanding of Hebrew. One of this student's goals is to be able to grasp a better understanding of where Hebrew can be found, as well as where/when it can be used.

### Student B

Knowing (Sheet #1-Student knows the letters of the Aleph-Bet):

Student B was only able to name 6 letters of the Aleph Bet, which received a 1.

Doing (Sheet #2-Match the letter to its name):

Student B was only able to recognize three letters and match them to their name, which received a 1.

Believing (Sheet #3-Draw pictures of where you might find Hebrew):

Student B was able to draw four pictures of where they might find Hebrew, which received a 4.

Belonging (Sheet #4-Write where/when you might use Hebrew):

Student B was able to write four examples of where/when they might use Hebrew, which received a 4.

Student B was very strong with the concepts and understanding of Hebrew. Student B needs to work on the learning of the Aleph Bet. One of this student's goals is being able to recite the letters of the Aleph Bet, as well as recognize them.

